

# Unit Plan Template

Click on any descriptive text, then type your own.

Unit Author	
First and Last Name	Dan Krolow
School District	Wittenberg-Birnamwood School District
School Name	High School
School City, State	Wittenberg, WI 54499
Unit Overview	
Unit Title	
The "Root" to Success.	
Unit Summary	
Students will recognize how breaking down science terms and having an understanding of prefix/suffix usage is essential in developing an understanding of terminology application and understanding to help promote literacy. Using this knowledge they will then identify mystery diagnosis.	
Subject Area	
High School Sciences	
Grade Level	
9-12	
Approximate Time Needed	
Implemented throughout the school year.	
Unit Foundation	
Habits of Learning Taxonomy	
<b>Thinking and Communicating with Clarity and Precision-</b> Striving to communicate accurately in both written and oral form to use precise language, define terms, correct names, universal labels, and analogies. <b>Thinking Interdependently-</b> Heightened ability to think in concert with others, justify ideas, and test feasibility of solution strategies.	
Targeted Content Standards and Benchmarks	
<b>Wisconsin's Model Academic Standards</b> D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication. <ul style="list-style-type: none"><li>Examine the origin, history, denotation, connotation, and usage of English words and phrases by consulting dictionaries, thesauruses, handbooks, and other sources of information about the language</li><li>Evaluate the effects of different types of language, such as literary and technical, formal and informal, in communications designed to narrate, inform, explain, persuade, and entertain</li><li>Use language appropriate to the background, knowledge, and age of an audience</li><li>Recognize and exercise options in modes of expression and choice of words when speaking and writing, especially when revising written work</li></ul>	

A.12.1 Use effective reading strategies to achieve their purposes in reading.

- Apply sophisticated word meaning and word analysis strategies, such as knowledge of roots, cognates, suffixes, and prefixes, to understand unfamiliar words
- Gather information to help achieve understanding when the meaning of a text is unclear
- Apply knowledge of expository structures, such as the deductive or inductive development of an argument, to the comprehension and evaluation of texts
- Identify propaganda techniques and faulty reasoning in texts
- Explain and evaluate the influence of format on the readability and meaning of a text
- Distinguish between fact and opinion in nonfiction texts
  - Consider the context of a work when determining the meaning of abbreviations and acronyms as well as the technical, idiomatic, and figurative meanings of term

### National Educational Technology Standards (NETS•S) and Performance Indicators for Students

#### 4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

#### Student Objectives/Learning Outcomes

Students will develop the skills necessary to identify, utilize and define prefixes/suffixes in both science and everyday language.

Students will utilize these skills through cross-curricular applications.

#### Curriculum-Framing Questions

##### Essential Question

How will the application of vocabulary terminology increase literacy throughout everyday life?

##### Unit Questions Content Questions

What is the overall theme of the chapter's main vocabulary terms?

What are the prefixes/suffixes/root words associated with current chapter?

#### Assessment Plan

#### Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"> <li>• <b><u>Fall MAP Data assessment</u></b></li> <li>• Student utilize lexipedia.com to generate various alternatives to vocabulary terms</li> <li>• <b><u>Brainstorming</u></b>-Using visual ranking</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Graphic Organizers</u></b>-Classifying and sequencing affixes and roots.</li> </ul>	<ul style="list-style-type: none"> <li>• Students utilize Worditout.com to visualize the overall theme of the chapter</li> <li>• MAP Data Goal setting</li> </ul>	<ul style="list-style-type: none"> <li>• Defining prefixes/suffixes/root words in all content areas</li> <li>• Peer Feedback- Define new word created by their peers.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Spring MAP Data assessment</u></b></li> <li>• <b><u>Products</u></b>- Each lab group will create a visual of their newly created word.</li> <li>• <b><u>Written &amp; Oral Tests</u></b>- Test throughout the year should show their understanding of word usage.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will demonstrate and apply vocabulary knowledge applicable to everyday life.</li> </ul>
<b>Assessment Summary</b>					
<p>Various assessments will be applied throughout the year demonstrating students' knowledge and comprehension of Affix/Root usage.</p> <p><b>Strategies for gauging students' needs:</b> Graphic organizers and Brainstorming.</p> <p><b>Strategies for encouraging self-direction and collaboration:</b> Peer feedback, Observation of cooperative groups, and self-assessment and reflection.</p> <p><b>Strategies for monitoring progress:</b> Informal observations.</p> <p><b>Strategies for demonstrating understanding and Encouraging Metacognition and Skills:</b> Products, Performances, Quizzes, Exams, along with District MAP data will help show growth in this area.</p>					
<b>Visual Ranking Elements</b> (Complete this section if this tool will be used in the unit)					
<b>Visual Ranking Project Name</b> (For the <i>Visual Ranking</i> workspace)					
Understanding Affixes to Expand Your Vocabulary.					
<b>Project Description</b> (For the <i>Visual Ranking</i> workspace)					
Students will rank and justify how understanding of word affixes will help increase comprehension and understanding of word definition.					
<b>Prompt</b> (For the <i>Visual Ranking</i> workspace)					
Rank the following in order of importance to you. Justify why you ranked them in the order that you did. The most important should be ranked at the top.					
<b>Sorting List</b> (For the <i>Visual Ranking</i> workspace)					

- The larger your vocabulary is, the faster you can read and increase comprehension
- When reading words you're familiar with, you read for their meanings
- You get ideas, thoughts, feelings, and descriptions, not individual words
- Many English words are constructed from the same affixes and roots
- Recognizing affixes will help expand your vocabulary and background knowledge
- Mastering affix usage lets you interpret many words without a dictionary

To View Visual Ranking Activity, click on the following link

<http://educate.intel.com/workspace/student/ListProjects.aspx?LID=en>

#### Practice Ranking (For your future quick reference)

Teacher ID: dkrolow	Password: (click on link above)
Practice Team ID 1: Team01	Password: Team01
Practice Team ID 2:	Password:

#### Unit Details

##### Prerequisite Skills

Reading for information, Basic research, Writing and Presenting skills, Basic knowledge on affixes and roots.

##### Instructional Procedures

Prior to Unit, students will be taught how the recognition of affix and root words can help identify word definition and increase comprehension and background knowledge in the content area. Students will also understand how the application of this knowledge can also be applied across curriculum to promote success and learning outside of the classroom.

To start a discussion and exploration on root word and affix usage, student will be asked to participate in the **Visual Ranking activity** listed above. Through the ranking of importance and the justification of the statement in this activity, students can analyze and interpret their peer justifications of ranking order.

##### Extension Activities:

[Word it out.com](#) – Students will identify main/reoccurring terminology throughout specific units and themes in science. Once these main terms are identified, students will then use these primary terms to identify affixes, root words and define.

##### Play and Learn – English Language Roots

[Rooty](#)- Will show you a randomly chosen root word or root group, and you have to guess which one of the four choices represents the most correct meaning. Rooty will tell you how you have done, whether your choice is correct or if you need to make a better choice.

[Meany](#)- Meany shows you a randomly chosen root definition, and you have to guess which one of the four choices of English language roots matches best. Meany will tell you how you have done, whether your choice is correct or if you need to make a better choice.

[Lexipedia.com](#) – extension activity would require students to identify alternative word choices of selected terms.

#### Accommodations for Differentiated Instruction

<b>Resource Student</b>	<ul style="list-style-type: none"> <li>✓ Provide a list of root words and affixes to create their new words from.</li> <li>✓ Provide a template with fill in the blanks.</li> <li>✓ Additional support by the resource room/peers</li> </ul>
<b>Nonnative English Speaker</b>	<ul style="list-style-type: none"> <li>✓ EEL instructor can help translate for the non English speaking student.</li> <li>✓ Translating software could be used to accommodate and support the non-English speaking student.</li> <li>✓ Provide text from language of origin.</li> </ul>
<b>Gifted Student</b>	<ul style="list-style-type: none"> <li>✓ Analysis and feedback of peer samples</li> <li>✓ Post them onto classroom website for future reference.</li> </ul>

### Materials and Resources Required For Unit

<b>Printed Materials</b>	Textbooks: Glencoe Biology, Glencoe Physical Science, Physical Science Laboratory Manual, AP Biology Laboratory Manual, Visual Aids in Classroom
<b>Supplies</b>	Textbook, computer/Internet access, Laminated visual aids
<b>Technology - Hardware</b>	Digital camera
<b>Technology - Software</b>	Internet, PowerPoint
<b>Internet Resources</b>	<p>Intel Education Site- <a href="#">Visual Ranking</a></p> <p><a href="#">Lexipedia.com</a>- Expansion of vocabulary</p> <p><a href="#">WorditOut.com</a>- Identifying common terminology throughout science units</p> <p><b>Classroom websites</b>- Provide quick access or linkage to sites utilized.</p> <p><a href="http://teacherweb.com/wi/wbhs/krolow">teacherweb.com/wi/wbhs/krolow</a> or <a href="http://teacherweb.com/wi/wbhs/goff">teacherweb.com/wi/wbhs/goff</a></p>
<b>Other Resources</b>	Experiments, Handouts/worksheets, Lecture/Discussion

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